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ABSTRACT

In this California state curriculum model for grade 6, "World History and Geography: Ancient Civilization," students learn that religious ideas have inspired and influenced the lives and actions of men and women, including Cesar Chavez. They see how his unselfishness, compassion for others, tolerance, and nonviolence have roots reaching back thousands of years. They discover how his dedication to improving the lives of others and his civic participation compares or contrasts to the role of citizens in ancient civilizations in various parts of the world. The curriculum presents a history/social science framework; addresses history/social science state standards; sets a context; poses a focus question; cites expected learning outcomes; discusses assessment; lists key concepts; suggests an essential vocabulary, primary sources, and visuals; and provides a detailed step-by-step procedure for implementing each of the seven lessons. Lessons are: (1) "Cesar E. Chavez: Education of the Heart"; (2) "Farming as a Way of Life"; (3) "Migration"; (4) "Impact of Pesticides/Herbicides on Farm Workers"; (5) "Understanding Surplus"; (6) "Cesar E. Chavez: Nonviolence"; and (7) "Service for Citizenship." A biography and photographs of Cesar Chavez are included. (BT)

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ED 473 441

California Department of Education

César Chavéz

Grade Six Model Curriculum and Resources

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http://chavez.scientech.com/Teachers/Lessons_4-6.htm#Grade6

2002

SO 034 592

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César Chávez Model Curriculum

Grade Six: World History and Geography: Ancient Civilization

Students studying the life, work, and philosophy of in grade six will learn that religious ideas have always inspired and influenced the lives and actions of men and women, and they did Chávez. They will see how is his unselfishness, compassion for others, tolerance, and nonviolence have roots reaching back thousands of years. They will learn how his dedication to improving the lives of others and his civic participation compares or contrasts to the role of citizens in ancient civilizations in various parts around the world.

Grade Six: History-Social Science Framework

Students in grade six will learn about people and events that ushered in the dawn of major western and nonwestern civilizations. For all societies, emphasis is placed on those major contributions, achievements, and belief systems that have endured across the centuries to the present day. Students will learn about Buddha and his central beliefs and moral teachings: unselfishness, compassion for the suffering of others, tolerance, and nonviolence. They will also learn about Jainism and how it introduced the idea of ahimsa or nonviolence and see how it continued to play a role in modern India, especially seen in Gandhi's idea of nonviolent civil disobedience. When studying ancient China, students will learn about Confucius and his teaching of the dignity and authenticity of humanity. While studying Rome, students will learn about the teaching of Jesus that advocate compassion, justice, and love for others. Students will engage in comparative analyses across time and across cultures. They will compare, for example, the origins of major religions and ethical belief systems that unified cultures and defined the good and right way to live. To make these studies relevant for today, students will develop appreciation of the continuity of human experience, the great debt we own to those who came before us and established the foundations upon which modern civilizations rest, and the responsibilities we owe to those who will come after us. *(Pp. 74-79)*

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Grade six: History-Social Science Standards

Standard 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in one God, observance of law, practice of the concepts of righteousness and justice, and the importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

Standard 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
6.5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

Standard 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

Lesson 1 **César E. Chávez: Education Of The Heart**

Students will read and discuss the many education of the heart quotes of César E. Chávez and realize that the quotes may apply to the student's life currently, as the quotes applied to César E. Chávez and his generation.

Lesson 2 **Farming as a Way of Life**

Students will gain a greater understanding of the difficulties experienced by farm workers that led to the development of the rights and regulations we have today.

Lesson 3 **Migration**

Students will understand the concept of migration, how this concept is related to migration in farming today and how the César E. Chávez family coped with migration.

Lesson 4 **Impact of Pesticides/Herbicides on Farm Workers**

Students will demonstrate an understanding of the impact of fertilizers/pesticides on the farming industry and the people employed in that field by completing a web search. The students will write a brief synopsis of their findings.

Lesson 5 **Understanding Surplus**

Students will understand the concept of surplus and its relationship to economic profit.

Lesson 6 **César E. Chávez: Nonviolence**

Students will learn how César E. Chávez was able to use the tactic of nonviolence in his struggle to achieve respect and dignity for farm workers.

Lesson 7 **Service for Citizenship**

Having practiced citizenship skills, students will see the value of service to their community.

Lesson Title:
César E. Chávez: Education Of The Heart

Grade Level: Grade Six Lesson 1

History-Social Science Standard:

6.4.8 Students describe the enduring contributions of important Greek figures in the arts, and sciences (e.g., Hypanthia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace: *Ancient Civilizations*. Unit 4: *Early Civilizations in Europe*. Chapter 7: *Ancient Greece*. Lesson 4: *The Golden Age of Athens*.

McGraw-Hill: *Ancient World*. Unit 5: *Canaan and Greece*. Chapter 13: *A Greek Empire*. Houghton Mifflin. *A Message of Ancient Days*, pp. 362-364

Setting the Context:

Pericles was an important Athenian leader who was most influential in a 20-year period from 460 to 429 B.C. Pericles led Athens through an age so glorious that it became known as the Golden Age of Athens. Pericles was a persuasive speaker. He wanted to make Athenian democracy stronger by spreading power more evenly between rich and poor. Like Pericles, César E. Chávez wanted the farm workers to be treated with respect and dignity. César E. Chávez, like Pericles, was a persuasive speaker who championed the rights of farm workers from 1962, when he started the National Farm Worker Association, until his untimely death in 1993.

Focus Question:

Why are Pericles and César E. Chávez considered model citizens?

Pericles said: "... *As for poverty, no one need be ashamed to admit it: the real shame is in not taking practical measures to escape from it. ...*" Here each individual is interested not only in his own affairs but in the affairs of the state as well.

César E. Chávez said, "*We cannot seek achievement for ourselves and forget about progress and prosperity for our community. ... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.*"

Both Pericles and César E. Chávez are advocating the importance of the individual and the larger community/state as well; one cannot be achieved at the expense of the other. Why is this so important?

Expected Learning Outcomes:

Students will read and discuss the many Education of the Heart quotes (attached) of César E. Chávez and realize that the quotes may apply to the student's life currently, as the quotes applied to César E. Chávez and his generation.

Assessment:

Students will explain the relevance of the many quotes of César E. Chávez by applying the specific quote to experiences in their lives. The experiences will be detailed in essays, similar to the following student samples.

Student samples follow:

Student Sample #1
April 2001

"We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community and this nation."

César E. Chávez

To me this means a lot because my grandfather was a field worker. He stopped picking before César E. Chávez started his movement. So my grandfather had no bathrooms, no running water, little pay, and a dirt floor to sleep on. He had to work very hard and long days.

The quote also affects me because I'm Irish and without the Irish the Trans-Continental Railroad would not have been finished in time.

To me it's very important to remember where you came from and to want to know more about your roots. You shouldn't go too far, as to make your culture higher than others. Just as Abraham Lincoln once said, "*All men are created equal.*"

Student Sample #2
April 2001

"A word as to the education of the heart. We don't believe that this can be imparted through books, it can only be imparted through the loving touch of the teacher."

César E. Chávez

Mrs. Smith was my second grade teacher. I wasn't doing well in school. I was going through counseling for A.D.D. When the class size had to get smaller, I was moved to Miss Jones' class. She was a first year teacher who, I felt, liked being around kids. She was caring, very nice, and enthusiastic about teaching. She helped me with my medicine for my ADD and taught me to study and focus. My uncles, Dave and Eddie, volunteered in my classroom. Miss Jones gave support while Uncle Eddie was sick. She came to the celebration of his life we had after his death to support me. She was a great teacher in my life. Miss Jones left a long-lasting impression on my parents, my uncles, and me. She helped me a lot that year.

Key Concepts:

Continued struggles of the farm workers today compared to their early times.

Essential Vocabulary:

environment

pesticides
Athenians
Pericles
democracy
National Farm Worker Association
United Farm Workers
model citizen
poverty
aspirations
generation
César E. Chávez

Primary Sources:

- Internet: CDE Web site at http://chavez.scientech.com/
- César E. Chávez Education of the Heart Quotes attached or at http://www.sfsu.edu/~cecipp/cesar_chavez/cesarquotes.htm
- Kaye, Cathryn Berger *The Service Learning Book Shelf*

Visuals:

Internet: Environmental Defense Web site – look for "Farm Pollution."
Your Planet Earth Web site

Procedure

Motivation:

Student sample: Teacher will discuss some of the quotes of César E. Chávez, then students will share some of their ideas about the quotes. This can be done on a Tea Party Format:

Teacher reads several of the quotes of Chávez, and then distributes selected quotes to the students (typed quotes pasted on a 3x5-inch card recommended). Students read their quotes silently, then share their quote with as many students as possible, by walking around the room and reading their quote face to face with a fellow student (Recommend a 15-minute time limit).

Making Connections:

Quotes about affairs of state by Pericles and progress and prosperity for community by César Chávez may still apply to situations today. Hold a class discussion of the shared quotes; emphasize how the quotes apply to present-day problems or situations. Ask students to tape their 3x5-inch card quotes on the board, so students can read in order to make their selection.

Then assign students their writing assignment: Select a César E. Chávez quote and apply the quote to your personal situations. Again, share the previous student sample.

Vocabulary Activities:

Students will keep a vocabulary journal to define the words from class discussion and Internet research.

Integrating Language:

Students will share their written assignments in small groups, and then volunteer to share their written assignments with the entire class.

Enrichment:

Students will make posters about their written assignment and display the posters and written assignments in the classroom or school library. They may also share written assignments and posters with primary students.

Education of the Heart
Cesar E. Chavez In His Own Words

Commitment

"Being of service is not enough. You must become a servant of the people.When you do, you can demand their commitment in return."

"There's no turning back...We will win. We are winning because ours is a revolution of mind and heart..."

"In this world it is possible to achieve great material wealth, to live an opulent life. But a life built upon those things alone leaves a shallow legacy, in the end, we will be judged by other standards."

Community

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community...Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."

"You are never strong enough that you don't need help."

Culture

"We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community and this nation."

Dignity

"Do not romanticize the poor...We are all people, human beings subject to the same temptations and faults as all others. Our poverty damages our dignity."

"From the depth of need and despair, people can work together, can organize themselves to solve their own problems and fill their own needs with dignity and strength."

"What is at stake is human dignity. If a man is not accorded respect he cannot respect himself and if he does not respect himself, he cannot demand it."

Education

"A word as to the education of the heart. We don't believe that this can be imparted through books; it can only be imparted through the loving touch of the teacher."

"Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?"

"The end of all education should surely be service to others."

"Years of misguided teaching have resulted in the destruction of the best in our society, in our cultures and in the environment."

Future Generations

"It is not enough to teach our young people to be successful... so they can realize their ambitions, so they can earn good livings, so they can accumulate the material things that this society bestows. Those are worthwhile goals. But it is not enough to progress as individuals while our friends and neighbors are left behind."

"Perhaps we can bring the day when children will learn from their earliest days that being fully man and fully woman means to give one's life to the liberation of the brother/sister who suffer. It is up to each one of us. It won't happen unless we decide to use our lives to show the way."

"Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves and be free."

Justice

"It is possible to become discouraged about the injustice we see everywhere. But God did not promise us that the world would be humane and just. He gives us the gift of life and allows us to choose the way we well use our limited time on earth. It is an awesome opportunity."

"People who have lost their hunger for justice are not ultimately powerful. They are like sick people who have lost their appetite for what is truly nourishing. Such sick people should not frighten or discourage us. They should be prayed for along with the sick people who are in the hospital."

Non-Violence

"The first principle of non-violence action is that of non-cooperation with everything humiliating."

"There is no such thing as defeat in non-violence."

"You know, if people are not pacifists, it's not their fault. It's because society puts them in that spot. You've got to change it. You don't just change a man - you've got to change his environment as you do it."

"...People think non-violence is really weak and non-militant. These are misconceptions that people have because they don't understand what non-violence means. Non-violence takes more guts, if I can put it bluntly, than violence. Most violence acts are accomplished by getting the opponent off guard, and it doesn't take that much character, I think, if one wants to do it."

"Non-violence is very weak in the theoretical sense; it cannot defend itself. But it is most powerful in the action situation where people are using non-violence because they want desperately to bring about some change. Non-violence inaction is a very potent force and it can't be stopped. The people who are struggling have the complete say-so. No man-made law, no human ruler, no army can destroy this. There is no way it can be destroyed...And so, if we have the capacity to endure, if we have the patience, things will change."

"Violence just hurts those who are already hurt...Instead of exposing the brutality of the oppressor, it justifies it."

"We are convinced that non-violence is more powerful than violence. We are convinced that non-violence supports you if you have a just and moral cause...If you use violence, you have to sell part of yourself for that violence. Then you are no longer a master of your own struggle."

Power

"It's amazing how people can get so excited about a rocket to the moon and not give a damn about smog, oil leaks, the devastation of the environment with pesticides, hunger, disease. When the poor share some of the power that the affluent now monopolize, we will give a damn."

"Society is made up of groups, and as long as the smaller groups do not have the same rights and the same protection as others - I don't care whether you call it capitalism or communism -it is not going to work. Somehow, the guys in power have to be reached by counter power, or through a change in their hearts and minds, or change will not come."

Sacrifice

"We can choose to use our lives for others to bring about a better and more just world for our children. People who make that choice will know hardship and sacrifice. But if you give yourself totally to the non-violent struggle for peace and justice you also find that people give you their hearts and you will never go hungry and never be alone. And in giving of yourself you will discover a whole new life full of meaning and love."

"When any person suffers for someone in greater need, that person is a human."

The Movement

"There is enough love and good will in our movement to give energy to our struggle and still have plenty left over to break down and change the climate of hate and fear around us."

The Struggle

"Because we have suffered, and we are not afraid to suffer in order to survive, we are ready to give up everything - even our lives - in our struggle for justice."

"However important the struggle is and however much misery and poverty and degradation exist, we know that it cannot be more important than one human life."

"When we are really honest with ourselves we must admit that our lives are all that really belong to us, so it is how we use our lives that determines what kind of men we are. It is my deepest belief that only by giving life do we find life, that the truest act courage, the strongest act of manliness is to sacrifice ourselves for others in a totally non-violent struggle for justice. To be a man is to suffer for others, God help us to be men."

Lesson Title:
Farming as a Way of Life

Grade Level: Grade Six Lesson 2

History-Social Science Standard:

6.2.2 Students trace the development of agriculture techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Correlation to K-8 California Adopted Textbooks:

Houghton Mifflin Social Studies, A *Message of Ancient Days,* pp. 120-133

Setting the Context:

The development of settled communities led to the domestication of plants and animals. Learning to control/work with their environment made possible the beginning of agriculture, or farming. With the arrival of agriculture, not everyone was needed all day in the fields to raise food for the group. Therefore, others explored other occupations becoming toolmakers, builders, fishers, crafts persons, priests, and leaders. The farming was eventually left to the farmers. As farming developed, workers were needed to assist in the farming. Often conditions were not favorable for these workers.

Focus Question:

What are some of the problems and solutions facing farm workers today?

Expected Learning Outcomes:

Students will explain the difficulties experienced by farm workers that led to the development of the rights and regulations we have today.

Assessment:

Students will demonstrate an understanding of the plight of farm workers by completing a problem/solution "T" chart. This chart will list several problems facing farm workers today, along with their solutions.

Key Concepts:

The plight of farmers and farm workers today.

Essential Vocabulary:

wages
strike
picket line
boycott
United Farm Workers Union
Teamsters Union
fast
nonviolence

Primary Sources:

- Internet: CDE Middle School Biography attached and at http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/Biographical_Sketch_4thGrd.htm
- United Farm Workers and the Cesar E. Chavez Foundation Videos: *The Fight in the Fields: César Chávez and the Farm Worker Movement; Fighting for Our Lives, The United Farm Workers' 1973 Grape Strike*
- *Books*: Ferriss, Susan and Sandoval, Richard. *The Fight in the Fields, César Chávez and the Farmworkers Movement* (Chapter 6 – Blood in the Fields)
- Arrange for a guest speaker – grower, farm worker, or union organizer.

Visuals: See videos above.

Procedure

Motivation:

What are the most critical problems in the fields? What are the problems that you learned from the video or book? How can the plight in the fields be corrected?

Making Connections:

Farming gradually developed as a result of specialization and knowledge of working with the environment. Successful farming practices brought about the need for additional farm help.

Possible questions: Why do people end up working for wages on land owned by others? Why don't farm workers have their own farms? Why do growers pay farm workers very low wages? In the 1960s and 1970s there was turmoil in the fields, why was the philosophy and strategy of nonviolence used by César E. Chávez so important? Discuss the problems that plague farm workers and present day solutions to these problems.

Vocabulary Activities:

Vocabulary words will be placed on the board. Students will keep a vocabulary journal to define the words from class discussions, videos, and guest speakers. At the culmination of this lesson, students will be given a word/definition match skill sheet to demonstrate their understanding of the vocabulary.

Guided Instruction:

How can the plight in the fields be corrected? Show and discuss the video.

Teacher places a model "T" chart on the board displaying problems/solutions of farmers and farm workers. A few problems/solutions are completed together as a class. Students are instructed to make a chart of their own and fill in additional problems/solutions as derived from textbook/videos/class discussion. Some key problems should be: very low wages, poor working standards, no drinking water, no portable toilets, corrupt contractors, and so forth.

Guest speaker gives insight into the problems/solutions of farmers and farm workers. Classroom discussion ensues, with students participating in questioning the speaker.

Students continue to fill in their "T" chart.

Integrating Language:

Students will listen to teacher's introduction, read textbook, watch video, participate in classroom discussions, listen to guest speaker, and complete a "T" chart.

Enrichment:

Interview a grower or farm worker to learn more about farming as a way of life. Use the following guidelines in your interview:

1) Arranging the interview: The key is to establish rapport with the potential interviewee.

2) Setting up the location of the interview: Choose as quiet a location as possible.

3) The interview process: An oral history interview is not a general dialogue. The purpose of the interview is to listen to what the interviewee has to say to stimulate the narrative with understanding comments and intelligent questions. Ask open-ended questions first, waiting to see where they lead.

4) Possible themes: family, migration, childhood, job history, strikes, and unions.

5) Possible questions: What were some of the problems that you faced as a farm worker? How did these problems affect your family? Were the problems ever resolved?

If there is no one to interview, go to the CDE Web site at http://chavez.scientech.com/ and select former farm workers from the Internet to complete the assignment.

Farming Problem/Solution T-Chart

Name_____

Date_____

Problem	Solution

Farming Skill Sheet

Name_____

Date_____

Choose the best word to match each meaning below. Write the word in the blank.

Wages strike picket line boycott fast

United Farm Workers Union Teamsters Union nonviolence

---

1. Person posted by a union at a place of work affected by a strike_____
2. To quit work in order to obtain a change in a job or situation_____
3. Pay given for work done_____
4. Philosophy of César E. Chávez: "it is hard work, the willingness to sacrifice, and the patience to win"_____
5. A labor organization primarily dealing with transportation and drivers_____
6. To abstain from food, for César Chávez a form of protest_____
7. A farm workers' union founded in 1962 by César Chávez_____
8. Concerted action used to stop the buying of certain items_____

Lesson Title:
Migration

Grade Level: Grade Six Lesson 3

History-Social Science Standard:

6.1.2 Students identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

Correlation to K-8 California Adopted Textbooks:

Houghton Mifflin Social Studies, *A Message of Ancient Days*, pp. 94-95

Setting the Context:

The migration patterns of early man that caused movement and population of geographical areas and its correlation to the concept of present day migrant farming.

Focus Question:

What is migration and how does migration affect people today?

Expected Learning Outcomes:

Students will explain the concept of migration, how this concept is related to migration in farming today and how the César E. Chávez family coped with migration.

Assessment:

Students will demonstrate an understanding of migration by charting on a map the origins of their families.

Key Concepts:

migration

Essential Vocabulary:
glacier
migration
land bridges
ancestors
hunter-gatherer
bands
Ice Age
mobility

Primary Sources:

- Internet
- Textbook
- Diaries
- first-hand accounts
- family records.

Visuals: Peopling the Earth map on p. 95 of textbook.

Procedure

Motivation:

Millions of years ago huge sheets of ice called glaciers covered large areas of the earth, perhaps the area where you live; this period was called the Ice Age. Because of the glaciers the level of water dropped, land bridges emerged to allow hunters to follow their prey to virtually all areas of the world. These early hunters didn't know it, but they were on a migration. **That is what you are going to do, go on a migration.**

Make location signs: Africa, Europe, Asia, Australia, North America, and South America. Have all the students assemble at Africa. Give each student a folded slip of paper with one of the continent signs on the card or paper. Most of the cards/papers should have Europe and Asia on them. Have some cards with North and South America. Have the students move/migrate every two minutes, allow the students to freely visit every time they move. You may want to provide fruits and vegetables at the North and South America locations. Be creative, this should be a fun activity. The movement can also be done outside.

Making Connections:

Mobility was very important to hunters and gatherers. It is still an important component in some work today. Discuss with students workers who are still mobile such as farm workers, sales representatives, truck drivers, and professional athletes. Teacher should emphasize the farm worker migration by reading Chapter 3 "Trabajadores" (The Workers) from the César E. Chávez Middle School Biography (click here for link to biography).

Vocabulary Activities:

Students will be given a skill page displaying vocabulary. They will complete the definitions through inference during classroom discussion and dictionary usage.

Guided Instruction:

Students listen to teacher or fellow student reading of the Chapter 3 "Trabajadores". Hold discussion about the hardships of migrant workers and make connections to the lesson outcome. After discussion, students pair up to compare answers on vocabulary skill sheet and look up any vocabulary not defined. Teacher assigns home activity (see enrichment).

Integrating Language:

Students will listen to teacher's introduction, read the textbook, participate in class discussion, and interview family members or neighbors. If there is no family or neighbor to interview, view farm worker interview on CDE Web site and use that information for your interview.

Enrichment:

Students will interview family members or neighbors and chart on a map the origin of his or her family and their migration to their current location. Students will bring this information back to class to be recorded on a classroom map displaying all students' information.

Migration Skill Sheet

Name_____

Date_____

Unscramble the bold faced words below to match the clues. Write the words in the blank spaces; use the words in the box. Use a dictionary or the textbook glossary if you need help.

---

glacier	migration	land bridges	Ice Age
bands	ancestors	hunter-gatherer	mobility

---

1. Ease of movement **libomtiy** _____
2. Huge sheets of ice and snow **lagreic** _____
3. One who goes before, forefather **tesroscan** _____
4. Small, loosely organized groups of people **danbs** _____
5. To move from one place to another **ratgimoin** _____
6. An area previously covered by water **danl gridbes** _____
7. Time when glaciers advanced and retreated across the surface of the earth **cel egA** _____
8. Early humans that hunted wild animals and gathered wild plants for food **terhun-rerhetag** _____

Lesson Title:
Impact of Pesticides/Herbicides on Farm Workers

Grade Level: Grade Six Lesson 4

History-Social Science Standard:

6.2.2 Students trace the development of agriculture techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Correlation to K-8 California Adopted Textbooks:

Houghton Mifflin Social Studies, *A Message of Ancient Days,* pg. 142.

Setting the Context:

As farming techniques progressed through time, chemical pesticides and fertilizers become essential to high production of crops. Unfortunately, these same chemicals also pose a health threat to underground water supply, consumers, and the farm workers who harvest the crops.

Focus Question:

What are the advantages and disadvantages of pesticides?
How can we strive to maintain a safe and just food supply?

Expected Learning Outcomes:

The students will compare the positive and negative effects of chemical fertilizer and pesticide use.

Students will offer suggestions on how to maintain a safe and just food supply.

Assessment:

Students will demonstrate an understanding of the impact of fertilizers/pesticides on the farming industry and the people employed in that field by completing a web search. The students will write a brief synopsis of their findings.

Students will (verbal or written) offer suggestions on how to maintain a safe and just food supply.

Key Concepts:

Fertilizers and pesticides provide a benefit to the farming industry, but also create significant **risks** to the water supply, animals, and humans.

Essential Vocabulary:

pesticides
herbicides
fertilizers
organisms
cancer
pollute
production
immigrate
human rights
service learning

Primary Sources:

- Textbook
- Internet
- Pictures of workers and the fields being sprayed from the CDE Web site at http://chavez.scientech.com:8080/research or see attached

Visuals:

Internet Web sites, Photos of workers being sprayed from the CDE Web site [http://chavez.scientech.com:8080/research] or see attached photos.

Procedure

Motivation:

Show pictures or bring to class: apples, strawberries, grapes, peaches, corn – foods we love to eat. Every day these foods, and many others, are being sprayed with toxic chemicals that affect the food organisms and the farm workers that grow and pick the food we eat. Is the food we eat safe? How do we know?

Making Connections:

Discuss with students these four themes:

Respect for the Earth:
Because of their intimate relationship with the earth, farm workers and growers can provide a perspective unlike any other members of our society.

Farm Workers:
Farm workers historically portray the struggle or workers for basic human rights.

Social Responsibility:
The history of immigrants has been shaped by real individuals acting on their beliefs and values, and for a democratic and just society.

Service Learning:
Service Learning, when implemented in a way that connects classroom content and skills to meeting actual community needs, will improve the community and society.

Vocabulary Activities:

Vocabulary words will be placed on the board. Students will keep a vocabulary journal to define the words from class discussion and research. Students will complete a vocabulary skills sheet.

Guided Instruction:

1) Anticipatory question (refer to motivation)

2) Discuss Group Projects: Electing a group leader, define the group problem, divide the problem, select sub-committee leaders, research and hold sub-committee meetings, reassemble the entire class, and hold group presentations.

3) Assign the Group Project task: **Is the food we eat safe?**

4) Allow 2-4 days to research the task. Have group presentations.

Integrating Language:

Students will listen to teacher's introduction, do research on the Internet, participate in group and class discussion, and complete the vocabulary skill sheet.

Recommend students go to the Internet and search "Environmental organizations dealing with pesticides." There are thousands of organizations dealing with the environment. Two recommended sites are: yourplanetearth.org and emagazine.com. The emagazine.com site has a very powerful link that allows you to find out who is polluting in your backyard. From the Environmental Defense's SCORECARD, you can type your zip code and find out how your county scores compared with the rest of the nation.

Enrichment:

Students will do research on cancer. Two sites are recommended: healthfinder.gov- Type CANCER, then press Go, over 200 cancer links for research. This Web site is totally translated in Spanish; you need to press Espanol.

Other search engines can be accessed by typing CANCER, then press Search to display many useful research links such as the American Cancer Society, Ask NOAH about cancer, OncoLink, Outlook, and many others.

Assessment

Service Learning:
Have students volunteer to support the Dream Foundation of Santa Barbara, California. The mission of the Dream Foundation is: *To enhance the quality of life for individuals and families battling terminal illnesses.*

The Dream Foundation is the first and only national wish-granting organization for adults ages eighteen to sixty-five. The majority of dreams granted involve children whose parents are desperately trying to create one final positive memory for their family to hold onto after they are gone. Fundraising in your classroom or school, such as penny jars will help with the cash donations needed to help make dreams come true.

The Dream Foundation Flower Empowerment Program is wonderful opportunity for students to show the caring for others that typifies the life of César E. Chávez. Flower Empowerment is a weekly delivery outreach to individuals who are catastrophically ill who have been referred to the Dream Foundation by health-care facilities, hospices, and hospitals. Flower Empowerment delivers fresh flowers (donated by flower vendors) and cards (made by school children) to well over 60 individuals and families, living in the Santa Barbara and Los Angeles area, per week. They could deliver many more if more schools and school students volunteered.

The following guidelines will help your students:

Messages are to be nongender specific and without reference to age or generation.

No reference to religion or religious affiliation.

Try to steer away from "get well soon' sentiments, as most clients are terminally ill.

Simplicity works best! For example:
"Mrs. Ferrari's sixth graders are wishing you a happy day"
"Best wishes from your friends at Alice Shaw School"
"We hope this makes you smile! See you next week."
"YOU are someone special!"
"People like you brighten the world!"

Contact Leah Watson, Volunteer Manager, at (805) 564-2131 x108 or by e-mail at leah@dreamfoundation.org if you wish to become involved in caring for others.

More information can be obtained at the dreamfoundation.org Web site, a César E. Chávez challenge would be to have your class adopt a terminally ill adult and to make their dream come true.

Skills Sheet – Pesticides

Name_____

Date_____

Choose the best word from the word list to match each meaning. Then write the word in the blank.

Pesticides	Fertilizers	Organisms	Cancer
Pollute	Service Learning	Production	Immigrate

1. Any living being_____
2. To make or render unclean_____
3. A malignant growth of tissue_____
4. A teaching method that connects classroom learning to meeting community needs_____
5. The making of goods available for human wants_____
6. Moving from a country to settle permanently elsewhere _____
7. Any substance used to kill small insects and plant life_____
8. Any substance used to enrich the soil_____

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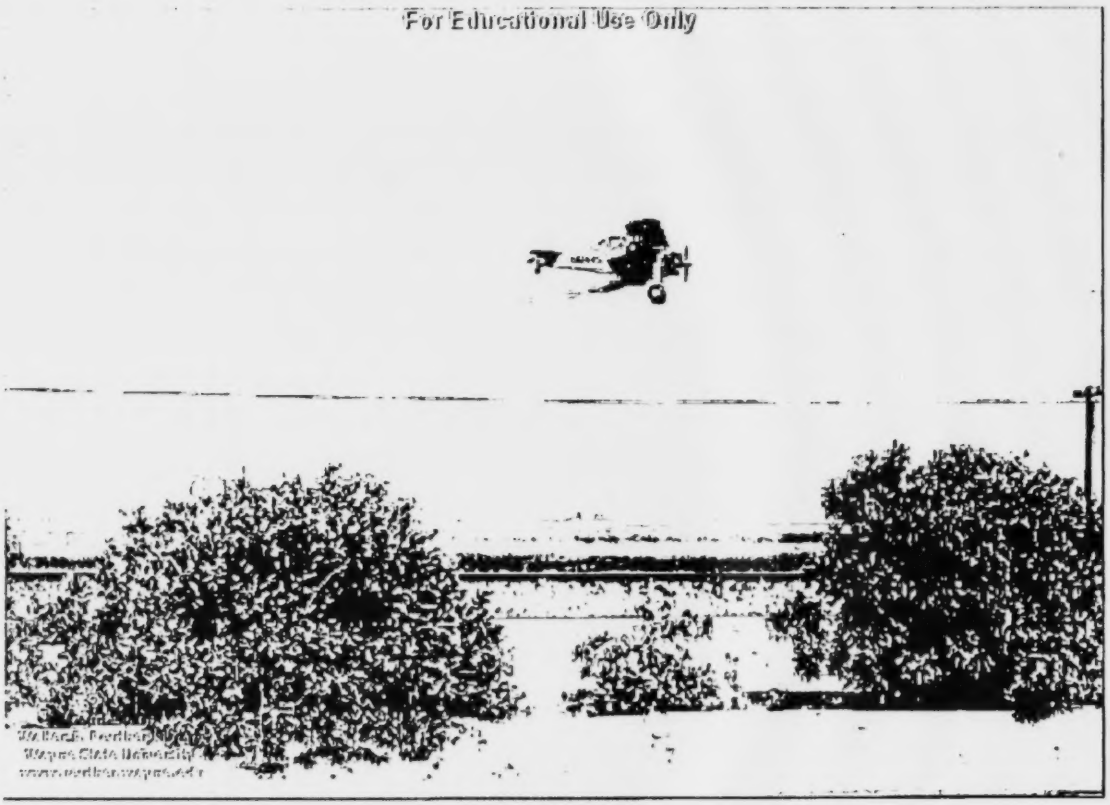
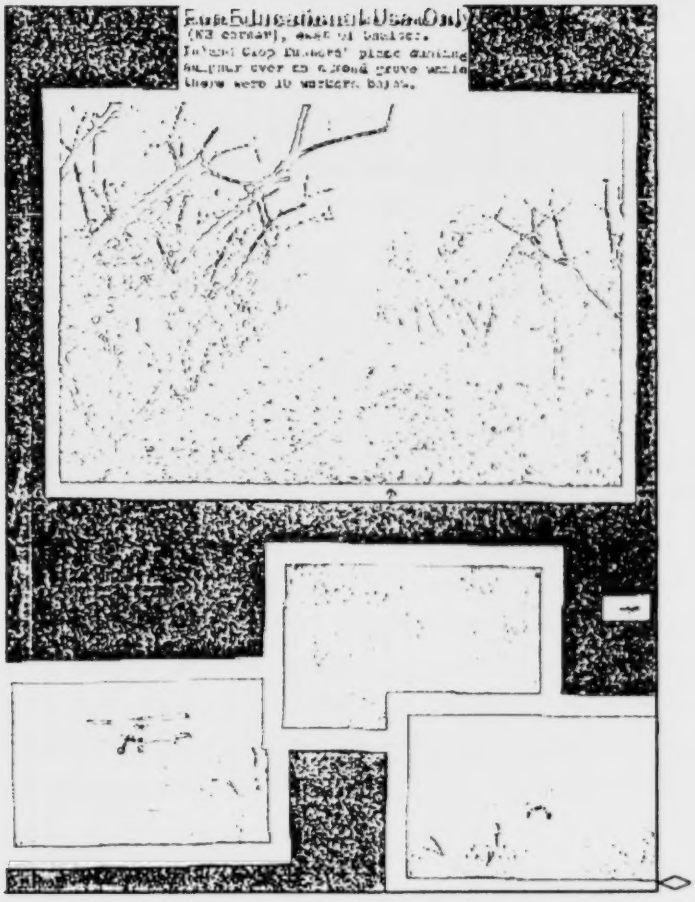
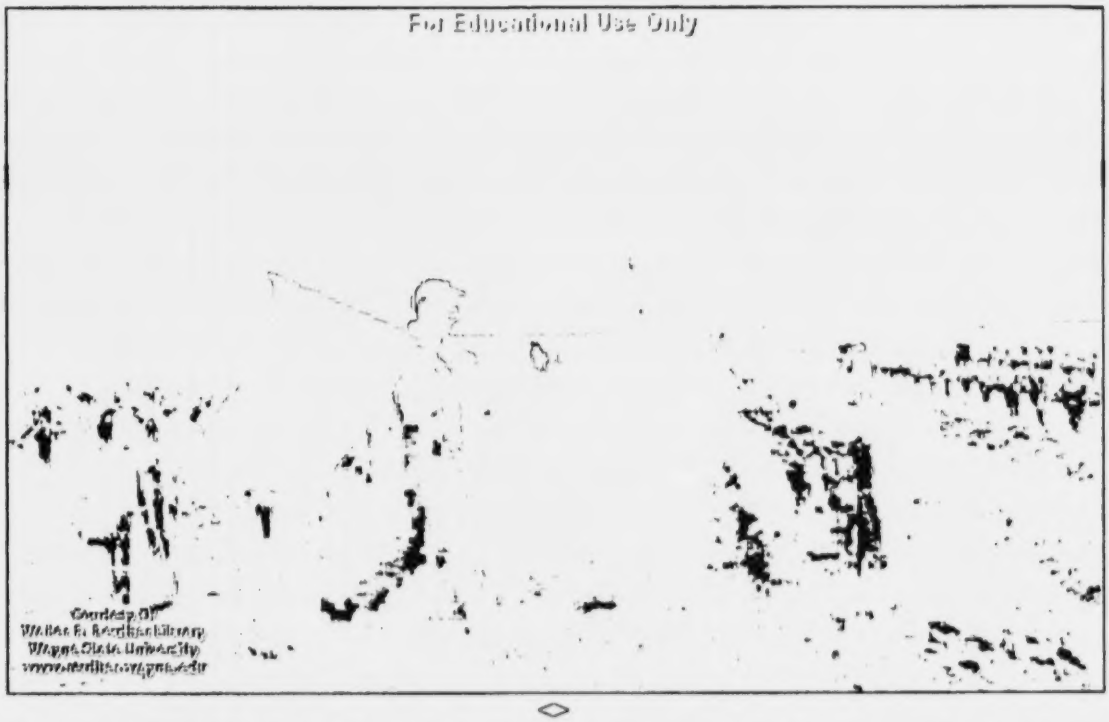


Crop duster spraying field, May 1975
Photo by: El Malcriado

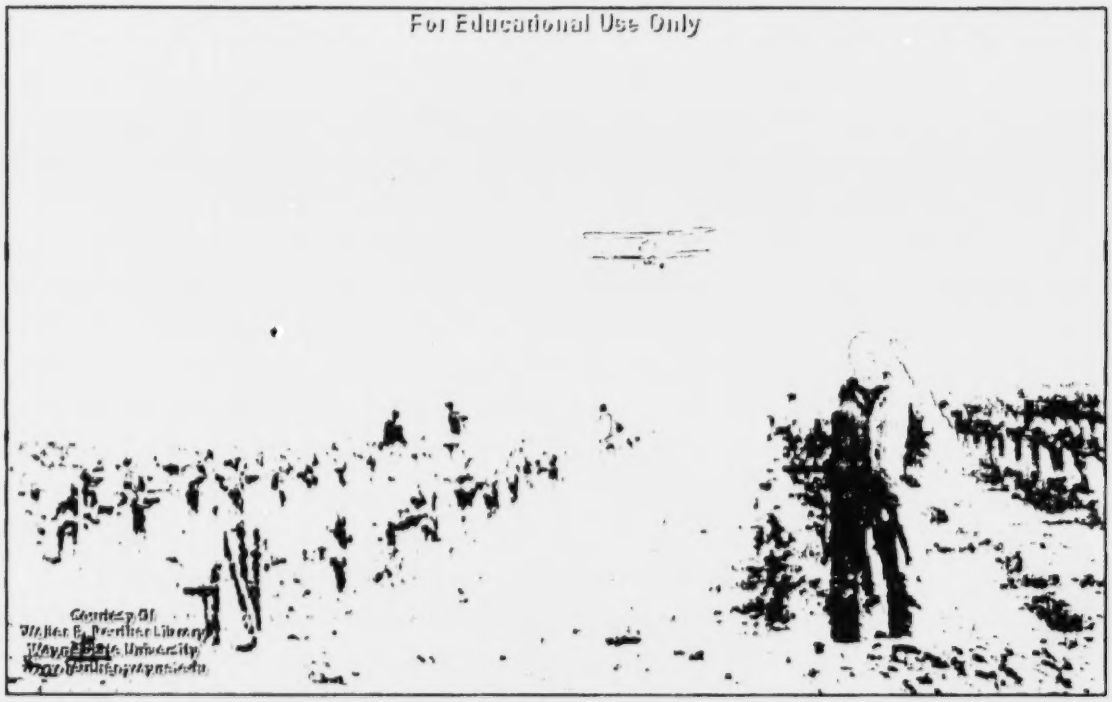


Crop dusting with sulphur over vineyard & workers
Photo by: UFW



Crop Duster Spraying Field and Workers with Ammonium Nitrate and Zinc Sulfate in a Delano field, 1969

Photo by: UFW



Crop Dister Spraying Field & Workers with Ammonium Nitrate and Zinc Sulfate in Delano, 1969

Photo by: UFW

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Truck Spraying a Field
Photo by: UFW

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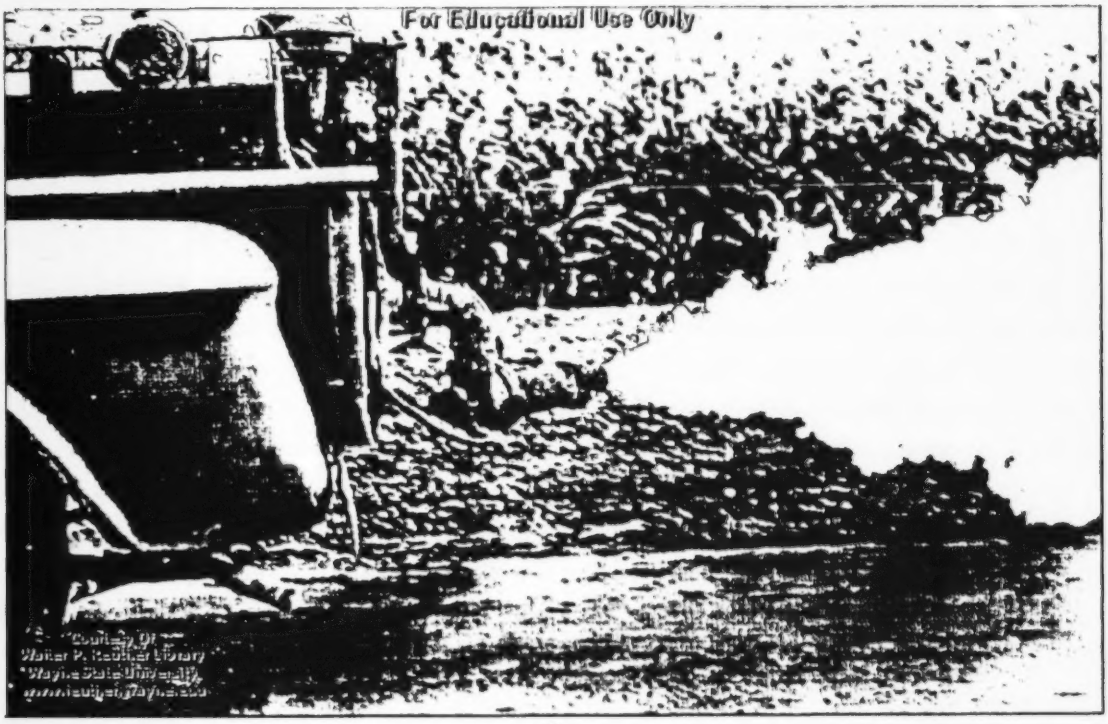

Truck Spraying a Field
Photo by: UFW

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Worker Spraying Field by hand
Photo by: El Malcriado

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Lesson Title:
Understanding Surplus

Grade Level: Grade Six Lesson 5

History-Social Science Standard:

6.2.2 Students trace the development of agriculture techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Correlation to K-8 California Adopted Textbooks:

Houghton Mifflin Social Studies, *A Message of Ancient Days,* pp. 132; 142-143.

Setting the Context:

As farming techniques advanced through time, surplus goods became available for trade or for profit. This surplus allowed farmers to trade for necessities and luxuries they couldn't produce. The greater yields required additional workers in order to harvest the crops in an efficient, productive manner. Farmers hired workers who migrated from other areas in order to secure employment.

Focus Question:

What is a surplus?
Who is involved in the production/harvest of this surplus?

Expected Learning Outcomes:

Students will explain the concept of surplus and its relationship to economic profit.

Assessment:

Students will demonstrate an understanding of the concept of surplus by completing the flow chart on page 143 of the textbook.

Key Concepts:

Surplus and its impact on Migrant Farm Workers.

Essential Vocabulary:

surplus
migrant farm worker

supply/demand
technology
trade
profit
scarcity.

Primary Sources:

- Textbook
- photos from the CDE Web site at http://chavez.scientech.com:8080/research
- first account from workers on the CDE Web site at http://chavez.scientech.com:8080/research Once at this web site go to documents and then interviews

Visuals:

- Flow chart, page 143 of textbook
- Internet: CDE Web site at http://chavez.scientech.com:8080/research (farm worker interview video),
- transcripts at http://chavez.scientech.com:8080/research - Once at this web site go to documents and then interviews

Procedure

Motivation:

What do you do when you have too much of something? Pretend that you have a small garden where you are growing tomatoes. The weather has been warm, you have tended your garden well providing water and fertilizers, and you have kept all of the weeds away. Your garden is a whopping success! You have given tomatoes to your relatives, neighbors, and friends, and you *still* have so many tomatoes. What are you going to do with them? You are a great success, shouldn't you be rewarded?

Making Connections:

As farming techniques improved, farmers grew more produce than they could use, creating a surplus. A surplus meant success, more money for growers, but not everyone shared in the success, more money - a surplus. In reference to surplus, César E. Chávez said, "Farm workers are involved in the planting and the cultivation and the harvesting of the greatest abundance [surplus] of food known in this society. They bring in so much food to feed you and me and the whole country and enough food to export to other places. The ironic thing and

the tragic thing is that after they make this tremendous contribution, they don't have any money or any food left for themselves."

Vocabulary Activities:

Students continue to list and define teacher given vocabulary in their vocabulary journals. (Refer to farming lesson)

Guided Instruction:

In our wonderful, successful tomato garden you did all the work in the garden and you owned the land, you were both grower and farm worker. But in the real world of agriculture, the grower and the farm worker are not the same and that is the problem. Let us first review surplus and then discuss the plight of the farm worker.

Students/teacher read and discuss text pages 132-143 and make connections to the key concept: Surplus and its impact on farm workers. Teacher assigns students to complete the flow chart from page 143. Students should work independently or in small groups.

To review the plight of the farm worker, watch or read one of the following: *The Fight in the Fields: César Chávez and the Farm Worker Movement;* (Fighting for Our Lives, The United Farm Workers' 1973 Grape Strike); Ferriss, Susan and Sandoval, Richard. *The Fight in the Fields, César Chávez and the Farmworkers Movement* (Chapter 6: Blood in the Fields)

Discuss the video or reading and list the problems of the farm workers.

Integrating Language:

Students will listen to teacher's introduction, read textbook, participate in classroom discussions, and complete a flow chart, interview a farm worker, or grower.

Enrichment:

Interview a grower or a farm worker and share your interview with the class. Use the following guidelines for your interview:

1) Arranging the interview: The key is to establish rapport with the potential interviewee.

2) Setting up the location of the interview: Choose as quiet a location as possible.

3) The interview process: An oral history interview is not a general dialogue. The purpose of the interview is to listen to what the interviewee has to say and to stimulate the narrative with understanding comments and intelligent questions. Ask open-ended questions first, waiting to see where they lead.

4) Possible themes: family, migration, childhood, job history, education, and unions.

Lesson Title:
César E. Chávez: Nonviolence

Grade Level: Grade Six Lesson 6

History-Social Science Standard:

6.5 Students analyze the geographic, political, economic, religious and social structures of the early civilizations of India.

Correlation to K-8 California Adopted Textbooks:

Houghton Mifflin Social Studies. *A Message of Ancient Days*, pp. 235-240.

McGraw-Hill: *Ancient World*: Unit 4: India, China, and the Americas. Chapter 8: *Ancient India*.

Setting the Context:

In Ancient India, one of the world's major religions, Buddhism, was established. The teachings of Buddhism included The Four Noble Truths and The Eightfold Path. Contained within The Eightfold Path is this statement promoting nonviolence: Right Conduct: "Acting is a way that doesn't harm others; not killing, not stealing, and also not acting selfishly."

The philosophy of nonviolence later became a major theme in César E. Chávez's leadership of the farm worker movement.

Focus Question:

How did some of the teachings of Buddha, from before 500 B.C., become a major weapon of César Chávez's farm worker movement?

Expected Learning Outcomes:

Students will learn how César Chávez was able to use the tactic of nonviolence in his struggle to achieve respect and dignity for farm workers.

Assessment:

Students will be able to assemble a replica of the Ocampo poster of César Chávez and highlight the messages contained in the poster.

Key Concepts:

continuity

culture
justice

Essential Vocabulary:
skyscrapers
pesticides
shrouded
La Causa
symmetric

Primary Sources:
- Textbook
- Ocampo poster – attached and at http://www.sfsu.edu/~cecipp/cesar_chavez/images/octavios.gif
- Internet

Visuals:

Ocampo poster – attached and at http://www.sfsu.edu/~cecipp/cesar_chavez/images/octavios.gif or can (poster can be purchased from the United Farm Workers, P.O. Box 62, La Paz, Keene, CA 93531).

Procedure

Motivation:

"Suffering and sorrow are caused by people's greedy desires for power, pleasure, and possessions." This is a quote from Buddha's Four Noble Truths written over 2500 years ago; is this still true today? We are going to explore this poster, the Ocampo poster, to discover the quote and more importantly to discuss the power of nonviolence.

Making Connections:

Separate the students into groups of five. Assign functions to each member; a student will look for images on the concept of harm, another on death, the third on theft, the fourth on selfishness. The fifth student will report. Provide posters for each of the student. Taking a normal size of writing sheet, have the student fold the paper. Then have the student fold the poster layout into eight equal sections.

The strength of the lesson is the poster. However, time is a necessary variable to unlocking the poster. Direct the process by asking the groups to look at the poster as a symmetrical puzzle. Have them evaluate the poster in eight sections. The top left section should be compared to the top right section. The top left second section should be compared to the top right second section. To assist in this process, key images to consider in the reflection are listed below.

TL	TR
TML	TMR
BML	BMR
BL	BR

TL
The mountains reflect mourning silhouettes of reclining bodies.
The dark clouds reflect the crisp outlines of the angels.
The crop dusting plane flies low over the darkened rows.
The far off city has tall skyscrapers.

TR
The mountains reflect outstretched silhouettes of victorious fists.
The translucent clouds illuminate the green fields.
The single highflying eagle soars parallel to the angel wings.
The far off city lights reflect a spread out rural community with no dominant skyscrapers.

TML
Stooped pairs of workers huddle to comfort each other form living skulls of despair.
A dust cropper spews pesticides. Its dust cascades over the shrouded bodies of workers in an unmarked row of death.
Shrouded women wail like the tortured souls of widows.
The outstretched arms extend between workers to comfort and abate fear.

BML
Sparse lamplights stand vigil over unmarked shrouded bodies.
A mangy dog sits lifeless, unconnected to its masters suffering.
A young couple staggers with a fainting glimmer of hope as they observe the collective image of "La Causa."
A single sojourner suitcase reflects the few material items from a distant homeland.

BMR
César's nose bridge proclaims the fast for life in both English and Spanish.
The nose bridge also proclaims human rights for everyone.
The doves of peace outline the lips of hope, peace, and self-respect.
Individual workers now gain distinction as our society's workforce.

BL
Banners proclaim the battle against pesticides.
The banners also proclaim the need for human rights.
The desperate workers are shrouded in red toga-like apparel.
The police officer stands over the shoulder observing the workers plight.

BR
Prominent faces of the union's leadership begin to standout: Dolores Huerta - co-founder of the Union, David Martinez, David Maldonado, Oscar Mondragon, Arturo Rodriquez - Current President UFW, Martin Sheen, Eddie Olmos, Jane Fonda - Sponsor of the Ocampo poster, Jessie Jackson, Pete Velasco - co-founder of the Union.
Banners speak of the more long-term cures and remedies of unjust working conditions. The dominant center stage presence of the union eagle and César's name.

Materials Needed:

A copy of Ocampo poster, large poster sheets, markers, writing materials, and a Spanish/English dictionary.

Vocabulary Activities:

Create vocabulary lists from the poster to depict the physical characteristics
Example: Living versus nonliving; Death versus life; Still versus motion

Create an adjective and adverb list to illustrate distinction of the left items versus the right panel. See the description below for suggestive vocabulary.

Create word puzzles using the list above.

Guided Instruction:

Introduction:

The lesson can spread from one to two days. The primary goal is to find images that reflect the enlightened path described above. The secondary goal is to uncover images that reflect the consequences of a nonviolent lifestyle versus the violent lifestyle.

Do the Making Connections from above.

Assessment:

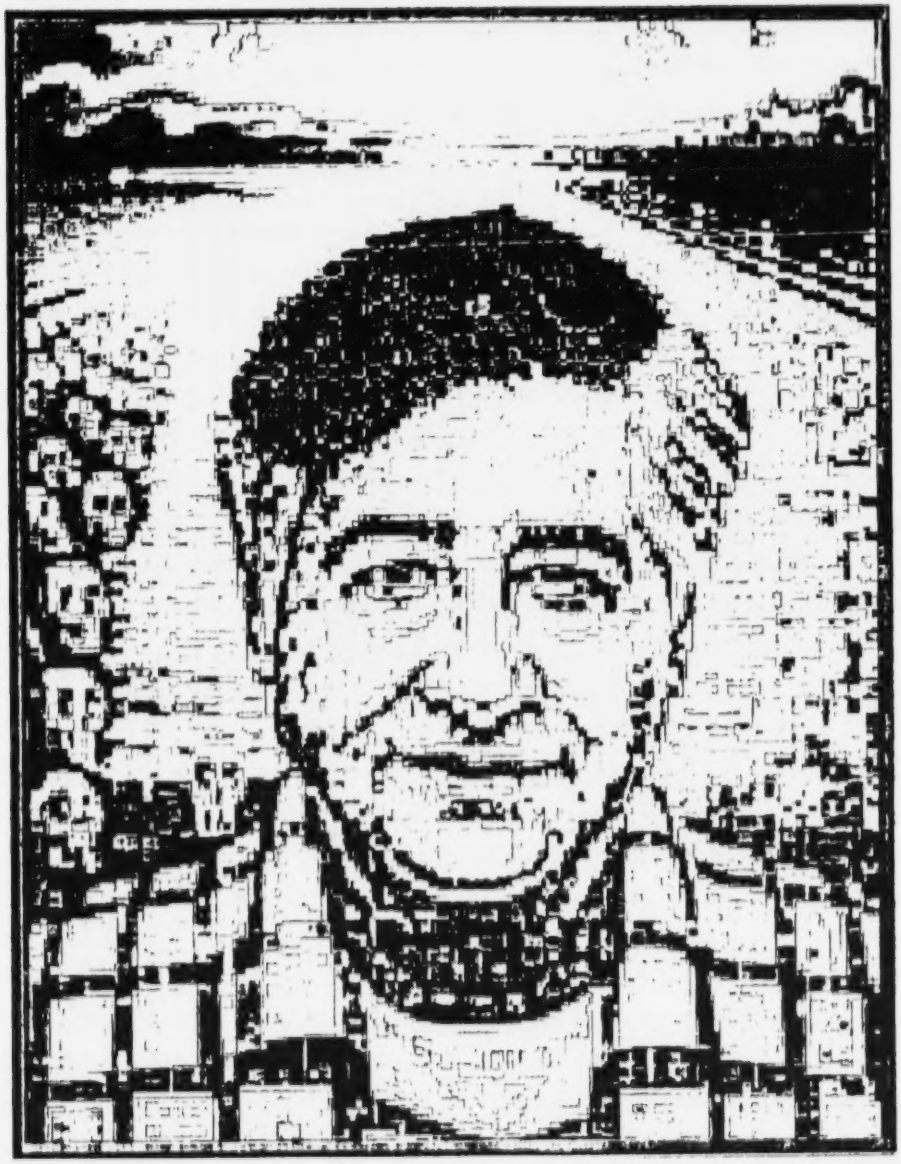
What are the four enlightened behaviors depicted in the poster?
What year was the poster painted?
What four death images dominate the left panel?
What four life images dominate the right panel?

Service Learning:

Visit the United Farm Worker Web page to determine the status of Farm Worker concerns.

Create list of international organizations that follow the same nonviolent role of the union.

Create your own symmetric poster to represent the consequences of life versus death forces in terms of harming versus healing, killing versus creating, selfishness versus unselfishness, stealing versus giving; use the tragedy of 9/11/01 as a guide for your poster.



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Lesson Title:
Service for Citizenship

Grade Level: Grade 6 Lesson 7

History-Social Science Standard:

Service Learning Standards as listed, plus matches to History-Social Science Standards in 6, 7, and 8

6th Grade

Standard 6.1 The agricultural revolution in the early cultural development of humankind is studied. These hunter-gatherer societies adapted to and modified many different environments. Eventually domesticating plants and animals, they became food producers. The creation of a community garden may help students see how producing food changes the environment. Food from the garden itself can be donated to people in need.

7th Grade

Standard 7.8.4 Inventions such as the printing press revolutionize the 15th century. Disseminating information, students could do a service by e-mailing and writing letters to people in convalescent homes in other countries, etc. Compare our modern communication and the emerging technology of the Renaissance. Write a 90-second public service announcement (PSA) about an issue of concern to them. Public access channels are available for taping these PSAs.

8th Grade

Standard 8.3.6 Understanding the American Political System and the way citizens participate in it is the focus. Volunteer for a local political campaign stuffing envelopes, answering phones, etc. (League of Women Voters, Kids Voting, and School Board).

Standard 8.12 Transformation of American Economy and changing social and political conditions. Reformers in labor business, human rights (women's rights, Native American, conservation) abound in this standard; therefore, service could be related to any of these modern concerns. Are their experiences similar or different from those early reformers?

César E. Chávez's work is a contemporary example of all of these service opportunities. Suggested grade level matches are:

6^{th} = pesticides

7^{th} = OSC

8^{th} = union

Correlation to K-8 California Adopted Textbooks:

Correlates with most of the State adopted textbooks.

Focus Questions:

What is Service Learning?

Why do I need to do Service Learning?

What are some examples of Service Learning going on around us now?

Expected Learning Outcomes:

Having practiced citizenship skills, students will see the value of service to their community.

Key Concepts:

Varies according to standards in grade level

Essential Vocabulary:

Service Learning
volunteer
community service
social service

Primary Sources:

[Quotes below]

Procedure

Motivation:

Quotes to Use:

"It is my deepest belief that only by giving our lives do we find life. The only real wealth comes from helping others." - César E. Chávez

"Man becomes great exactly in the degree in which he works for the welfare of his fellow men." - Mohandas K. Gandhi

"When I give, I give myself." - Walt Whitman

"You are never strong enough that you don't need help." - César E. Chávez

Making Connections:

The project may connect with many different curricula from Environmental Science to Language Art.

Vocabulary Activities:

As needed by grade level.

Guided Instruction:

Use grade level appropriate lessons and the parent letter. Their personal planning guide will assist them.

SERVICE LEARNING PLANNING SHEET
César E. Chávez Project

Name _____

Goal for service project (or what I'd like to do)

_____

What I need to find out (what type of project can I do)

_____

_____

Research (where I go for information)

_____

_____

Partnership (or with whom could I work with to accomplish this)

_____

_____

Implementation (when? where?)

_____

_____

Problem solving (permission, transportation)

_____

_____

Project connects to what I'm learning in school

_____

_____

Integrating Language:

Persuasive writing and speaking are important to policy development and citizen action.

Enrichment:

List of other service American Promise Teaching Guide

Assessment:

Have students photograph their service learning workplace, supervisor, colleagues and any special projects, products or accomplishments of the group they worked with. The completed portfolio will serve as an assessment of the project and will help the student understand the service learning experience. See attached rubric.

Service Learning:
Suggested Service Learning Reporting Form:

Name:_____

Name of Activity: _____ Date of Activity_____

Place where service was performed:_____

Numbers of hours: _____

Name of citizenship skill(s) practiced:

Relationship to unit studied in class:

Benefits gained by you community from your service:

Personal benefits gained from your service:

Service Learning Resources

These local and National groups can provide a wealth of information and support for service learning projects and/or civic education programs.

The American Promise
PO Box 514989
Los Angeles, CA 90051-4989
800-204-7722

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005

Service Learning 2000 Center
24 East 25th Avenue Suite 2
San Mateo CA 94403
650-356-0288

We the People
Charles Quigley and Duane Smith, editorial directors
Center for Civic Education, 1991
5146 Douglas Fir Road Calabasas, CA 91302
800-350-4223

Service Learning Linking Classrooms and Communities, 1999 California Department of Education.

Service Learning Rubric
Projects fall into the areas of:

environment or community improvement

political action

social services

school improvement

Assessment Scoring:

3. Selected and planned a project that had life skills to learn that could be integrated into classroom. The service project filled an actual community need. Participated actively and completed the required evaluation on time showing they understood the impact their project had on the community. An essay reflects the connection between the service experience and academic curriculum besides describing the project, why it was chosen, and how they felt when it was finished.

2. Selected and planned a project that had life skills to learn. The service project filled a community need. Participated actively and completed the required evaluation on time. An essay reflects the connection between the service experience and what they learned besides describing the project, why it was chosen, and how they felt when it was finished.

1. Selected a project. The service filled a community need. Participated and completed the required evaluation on time. The essay describes the project, why it was chosen, and how they felt when it was finished.

0. The service project was not planned. Participation was limited. The required evaluation was not on time or completed fully. The reflective essay did not answer the key questions of what? why? and how?

California Service Learning Standards, Grades 6-8

*Standard 1: Students will understand how the needs of the community are identified or, when appropriate, will identify the needs of the community. Based on demonstrated understanding of these needs, students will actively participle in thoughtfully organized service that addresses the needs of the community identified by the assessment.

Standard 2: Students will develop, acquire, and demonstrate curricular knowledge and skills through participation in an integrated service learning experience.

Standard 3: Students will understand the relationship between school and community and the importance of school-community partnerships. Students and teachers will work in collaboration with individuals and organizations in the community when appropriate, to develop and implement meaningful service learning experiences that reflect their understanding of school and community resources.

*Standard 4: Students will understand and demonstrate civic responsibility through participation in a service-learning activity that improves the quality of life in the community.

Standard 5: Student will understand and explain the significance of their service learning experience, and how applying these skills and knowledge affects them as individuals, their own learning, and the community.

*A match to the philosophy of César E. Chávez

Model letter to introduce a SERVICE LEARNING PROJECT

Date

Dear Parents/Guardians,

One of the most exciting ways to help young adolescents become responsible, caring citizens is to provide them with opportunities to look beyond themselves and reach out to others. The purpose of the service learning project is to encourage these experiences. All of our eighth grade students this year will be required to select a project/s of five hours of service per semester. The first semester deadline is _____ and the second semester deadline is_____.

The concept of service learning is based upon research showing that students learn more about themselves and gain a greater degree of personal maturity when they apply skills they learn in school to real-life non-classroom situations. Some of the ways students can benefit include: a chance to meet and spend time with people of different ages and backgrounds, opportunities to develop new interests and discover new talents and abilities in themselves, and a chance to see their own actions play a meaningful role in community affairs.

Possible activities will be discussed in class to give the students ideas. If your child belongs to Scouts or a church group that is working on a project, please check with their teacher to see if it may qualify. As the year progresses, announcements will be made in class about opportunities for service. Some will be on campus and some will be in the community.

To receive class credit for the project, the teacher will provide the student with a short form to complete and turn in for Social Studies credit. Language Arts credit may be earned by writing a reflective essay. The short essay would describe the project, why it was chosen, and how it felt to complete it. If you object to this project, a research assignment is available for the same credit.

Sincerely,

(cut & return)

I/We have read the Service Learning assignment and understand what my student needs to accomplish this year.

_____ _____

Student Signature Parent/Guardian Signature

Biographical Sketch
Grade Six Level

CÉSAR E. CHÁVEZ (1927-1993)

Union leader; Civil Rights Leader; Spiritual Leader; Environmentalist; Humanitarian; Activist for Social Justice

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Photo Courtesy of UFW

Introduction

César E. Chávez was a Latino farm worker who became a great force as a union leader, civil rights leader, environmentalist, and humanitarian. With courage, sacrifice, and hope, he provided service to others and dedicated his life to bring justice, dignity, and respect to farm workers and to poor people. He worked to improve the lives of farm workers and he led the United Farm Workers to victory in their fight for better working and living conditions. He led a nonviolent social movement to bring about change and to demand civil rights. His efforts against the use of harmful pesticides gained the support of citizens across the State of California and throughout the United States. He inspired millions of people to work and support his efforts for social change and justice. He received numerous honors for his work including the Presidential Medal of Freedom Award, the highest honor awarded to a civilian, and the creation of a holiday and day of service and learning by the State of California.

Childhood

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Photo Courtesy of César E. Chávez Foundation

César and his sister are standing outside their home.

He was born in 1927 on a small farm near Yuma Arizona to Librado and Juana Chávez, and was one of six children. His grandparents had come to the United States in the 1880's to escape the poverty of Mexico. As a child César was influenced by his mother and grandmother who taught him about kindness, feeding the hungry, nonviolence, and they also gave him a deep sense of spiritual faith. His father taught him to be a man of action that stood up for others. In 1938 during the Great Depression, César was ten years old and his family lost their land in Arizona. The family was forced to join the 30,000 migrant farm workers that traveled throughout California looking for work harvesting food in the fields.

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Life as a Farm Worker

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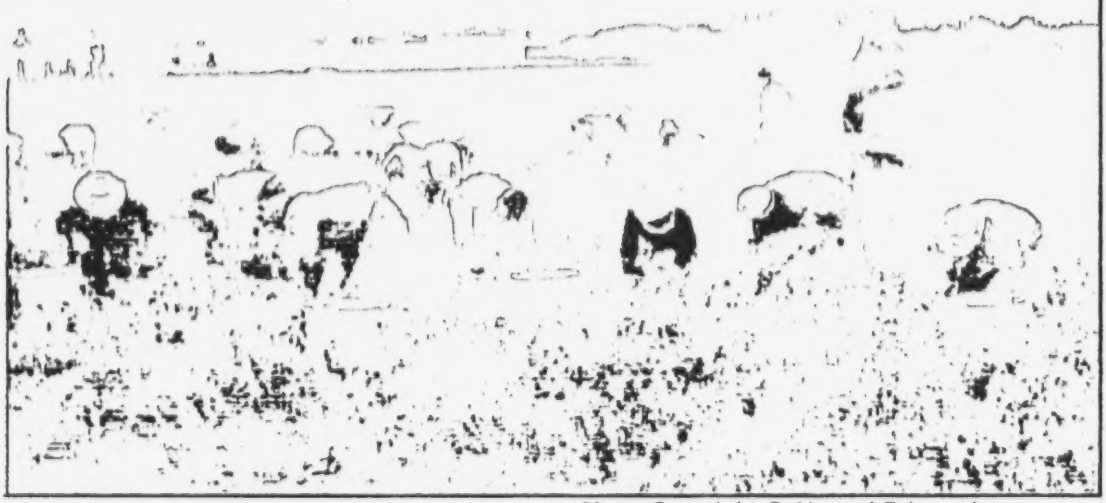

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These farm workers are picking chili in Santa Maria in 1971.

"We draw our strength from the vary despair in which we find we have been forced to live. We shall endure." César E. Chávez

For ten years, César's family traveled as migrant farm workers in California looking for work harvesting crops in the fields. They moved from town to town in order to find work. Once they found work, they had to rent run-down shacks with no heating or water from the growers who owned the land. There were so many farm workers looking for work that the growers could treat them however they wanted. If the workers complained, the growers would fire them. The Chávez family worked long hours in the fields, from 3:00 am until sunset, and were paid so little they often did not have enough money to buy food. César lived in the poverty shared by thousands of migrant farm worker families, and later said that the suffering made him strong.

The Pain of Prejudice

César experienced the pain prejudice as a small child in Arizona and later in California. César spoke only Spanish as a child, and the children at school would make fun of his accent and call him "dirty Mexican." Teachers would hit him with rulers if he spoke Spanish in school. In California a teacher made him wear a sign around his neck, which read, "I'm a clown I speak Spanish." When he was ten, he tried to buy a hamburger at a diner with a sign that read "white trade only." The girl behind the counter laughed at him and told him that they didn't serve Mexicans. César felt the pain of being treated unfairly just because he was different. This pain stood with him his entire life, and as an adult the pain shaped his commitment to make all people feel as if they were worthy human beings no matter what color they were.

César Forced to Leave School

"There is so much human potential wasted by poverty, so many children are forced to quit school and go to work." César E. Chávez

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Young children worked with the family sharecropers planting strawberries in the Santa Maria Valley in 1970.

In 1942, when César was in eighth grade, his father was in a car accident and César quit school in order to work in the fields with his brother and sister. César did not want his mother to have to work. Working in the fields was very difficult. The growers demanded that farm workers use the short-handled hoe, so that workers could be close to the ground while thinning the plants; this hoe caused severe back pain. Often there was no clean water to drink or bathrooms for the farm workers to use and they had to work around dangerous pesticides. César worked long hours and felt that the growers treated farm workers without dignity as if they were not human beings and he knew this was not right.

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César Joins the Navy

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Photo Courtesy of César E. Chávez Foundation
César in his Navy Uniform.

In 1944, César joined the United States Navy and served overseas for two years. While in the Navy he witnessed that other people suffered the pain of prejudice because they spoke different languages or were of different heritages. When he returned from the Navy he went returned to Delano to help his family work in the fields.

Marriage

Photo Courtesy of César E. Chávez Foundation

César, his wife Helen, and their six children in a family photograph.

In 1948, when César was twenty-one years old, he married Helen Fabela, and together they had eight children. Helen became an important partner with César as he began to fulfill his dream of improving the lives of farm workers.

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A New Life of Service

Photo Courtesy of United Farm Workers
César and other Community Service Organization members are preparing to "Get Out The Vote."

"My motivation to change these injustices came from my personal life ... from watching what my mother and father went through when I was growing up; from what we experienced as migrant farm workers in California." César E. Chávez

In 1948, César met people and read books that would change his life forever. He met Father McDonnell who spoke to César about solving the poverty and unjust treatment of the farm worker. He asked César to read books on labor history, St Francis of Assisi, and Luis Fisher's Life of Gandhi. From these books, César learned about the history of unions, nonviolence, sacrificing to help others, and social change, and these ideas reminded him of his family's teachings. César said that it was at this time in his life when his real education began.

In 1952, César met Fred Ross, who worked for the Community Service Organization, (CSO). Fred Ross explained how people who lived in

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poverty could build power for themselves and begin to help themselves. César went to work for the CSO and registered many Latino voters. César became the Director of the CSO in California. In Oxnard, California, César helped farm workers regain their jobs, but they soon lost their jobs again. César knew that the farm workers needed to form a union that would give them the power to win legal contracts that protected their rights. The CSO did not want to form a farm worker's union, so César quit the CSO in order to be able to work and build a union for farm workers.

The United Farm Workers

"It's ironic that those who till the soil, cultivate and harvest fruits and vegetables and other foods that fill your tables with abundance have nothing left for themselves." César E. Chávez

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César (in the dark jacket) with farm workers on the picket line during 1973 Grape Strike.

In 1962, César and his wife Helen moved with their children to Delano, California, in order to create a farm workers union. César worked for three years recruiting and teaching farm workers how to solve their problems. Since César did not earn much money while organizing farm workers, Helen worked picking grapes to support the family. The farm workers grew to trust César and many decided to join his union.

César needed help and asked people to join him in Delano to help him organize and to become leaders in the union. These people came and worked without pay, and were fed by farm workers. César thought it was beautiful to be able to give up everything in order to help others. In 1962, the National Farm Workers Association (NFWA) was born. It would later become known as the United Farm Workers (UFW). César E. Chávez was elected president, Dolores Huerta and Gilbert Padilla, vice-presidents, and Antonio Orendain, secretary-treasurer. The union adopted a flag that had a black eagle which represented the dark situation the farm worker found himself in, a white circle that signified hope, and a red background which represented the sacrifice and work the UFW would have to suffer in order to gain justice. Their official slogan was "Viva La Causa" (Long Live our Cause). César wanted to build a strong union that could fight for justice.

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The Famous Delano Grape Strike

Poster Copyright United Farm Workers

United Farm Workers Organizing Committee's Huelga poster.

"When you have people together that believe in something very strongly, whether it be politics, unions or religion — things happen." César E. Chávez

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Strikers in the field in the early morning during the grape strike in 1973. *Photo Copyright © Manuel Echavaria*

In 1965, César and the NFWA joined the Agricultural Workers Organizing Committee, a Filipino farm worker organization, in the famous Delano Grape Strike. The two organizations targeted the Schenley Industry, the Di Giorgio Corporation, S&W Fine Foods, and Treesweet, all growers who grew crops in the fertile fields of California and employed thousand of farm workers. The strikers wanted contracts that would force the growers to follow certain rules regarding hiring, better working conditions, better pay, and control of pesticides. They also wanted the growers to give them respect and dignity in the fields. The growers did not want to spend money on the improvements, so they growers fought the strike.

The two farm worker organizations joined to form the United Farm Workers Organizing Committee (UFWOC). When UFWOC went on strike, the members refused to work and they picketed the fields with signs and flags trying to get other workers in the fields to join the strike. The growers brought in strikebreakers to harass the picketers, sprayed the picketers with pesticides, and used shotguns and dogs to frighten them. Most of the strikers remained on the picket lines, and César reminded them constantly that they were not to use violence of any kind. César said that nonviolence was more powerful than violence, and that it was the only way to win peace and justice. César taught the union members how to react and act peacefully, even when the growers used violence against the strikers. César had studied Gandhi's use of the power of nonviolence in his struggle for social justice in India, and César deeply believed that the strike would have to be one of nonviolence if they were to win.

The Boycott

"There is no turning back. We are winning because ours is a revolution of the mind and the heart." César E. Chávez

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Picket line at grape strike in Coachella in 1973. *Photo Copyright, El Macriad*

Hundreds of people of all colors and faiths came to Delano to help with the grape strike. Many churches of all different faiths supported the strike. César thought that all religions were very important and he welcomed their support. The national media (television crews, news papers reporters, and writers for magazines) covered the use of violence by the growers against the nonviolent striking farm workers. NBC aired a documentary called "The Harvest of Shame" that showed how farm workers were forced to live in poverty. Millions of Americans and political leaders saw that César was fighting for the justice that America promises all of its citizens. Other labor unions supported the strike. César called for a national boycott of grapes, during a boycott the growers loose money because in a boycott people stop buying the food that the growers sell in the supermarkets. Eventually the growers are forced to negotiate with the farm workers. César believed that the American people had a sense of justice and he was right. Millions of Americans supported the boycott and stopped buying grapes because they understood the injustices that the farm workers suffered.

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The March

"There is enough love and good will in our movement to give energy to our struggle and still have plenty left over to break down and change the climate of hate and fear around us." César E. Chávez

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Farm workers and other supporters march past a field on their way to Stockton.

In 1966, César organized a 340-mile march from Delano to Sacramento, California, in order to get support for the strike from the public, other farm workers and the Governor. Although César's feet were swollen and bleeding, he continued to march. When the march reached Stockton it had grown to 5,000 marchers, it was then that the growers contacted César and agreed to recognize the union and sign a labor contract that would promise better working conditions and higher wages. This was the first contract ever signed between growers and a farm worker's union in the history of the United States, but César's work had just begun.

César's First Fast

"The fast is a very personal and spiritual thing, and it is not done out of recklessness. It's not done out of a desire to destroy yourself, but it is done out of a deep conviction that we can communicate with people, either those that are for us or against us, faster and more effectively spiritually than any other way."
César E. Chávez

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Photo by John Kouns, Courtesy of César E. Chávez Foundation
César breaking his fast with Robert Kennedy,
UFW supporters, his wife Helen, and his mother Juana.

In 1968, César went on the first of three public "fasts" to protest the violence that was being used on both sides of the strike. When César fasted, he would stop eating in order to gain spiritual strength and communicate with people on a spiritual level. People from all over the United States felt the importance of his fasts; his quiet sacrifice spoke to many people about the injustice that existed for farm workers. In 1968 when he ended his fast, 8,000 people including Robert Kennedy were there to support him. The media would cover his fasts and he would receive letters of support from politicians, religious leaders, and civil rights leaders like Martin Luther King Jr.

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Four More Years of Striking

"Our struggle is not easy. Those that oppose our cause are rich and powerful, and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as our weapons." César E. Chávez

César had won his first contract, but there were still many growers in California who had not recognized the UFW, (formerly the UFWOC) and for the next four years, the union continued to nonviolently strike against the growers. The UFW continued to grow in strength because of the national boycott. It also grew because César built a national coalition of students, middle-class consumers, trade unionists, religious groups, and minorities including: Latin Americans, Filipinos, Jews, Native Americans, African Americans, gays and lesbians. César's quiet dedication and sacrifice had inspired many to help the UFW. Dr. Martin Luther King, Jr. sent César a telegram stating that he and César were united because they both had the same dream for a better tomorrow. By 1970, 85% of all the growers in California had signed contracts with the UFW. César E. Chávez, a gentle man of vision, had worked to revolutionize the relationship between growers and farm workers. He had started a nonviolent movement that demanded civil rights and economic justice.

"You and your valiant fellow workers have demonstrated your commitment to righting grievous wrongs forced upon exploited people. We are together with you in spirit and determination that our dreams for a better tomorrow will be realized." Dr. Martin Luther King Jr.

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1970-1993

Photo Copyright © Jocelyn Sherman
César marching in support of the grape boycott. Martin Sheen is on the left.

From 1970-1980, César and the UFW continued to boycott and strike for farm workers' rights and the control of dangerous pesticides that are sprayed on crops. Although César won many victories, the struggle for justice, fair treatment, respect, and dignity were always in jeopardy. However, César never gave up. He kept working and had faith that people united could create a better world. In 1975, due to César's efforts, the Supreme Court outlawed the short-handed hoe that had injured the backs of thousands of farm workers that were forced to use it. In June of 1975, the UFW sponsored a farm-labor law with the support of growers. Governor Brown signed into law the Agricultural Labor Relations Act that gave farm workers the right to organize a union and hold to elections. The Agricultural Labor Relations Act remains the strongest law nationwide protecting the rights of farm workers. By 1978, the union had 100,000 members and had won a contract with the largest lettuce grower in the United States.

In the 1980s, César traveled to the midwest and the eastern states in order to teach people about the dangers of the pesticides being sprayed on crops. The pesticides caused cancer and birth defects in the children of farm workers. César went on a 36-day fast for "fast for life" to draw attention to the harmful effects of pesticides. Thousands of people supported him by continuing his "fast for life" in 3-day contributions that were passed on from one person to another. In the end, the growers listened to his concerns and began reviewing their use of pesticides. The State of California also revised its use of pesticides because of his efforts.

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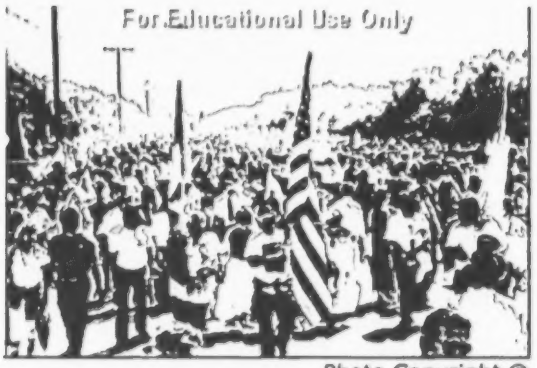
Photo Courtesy of United Farm Workers

A crop duster is spraying a field in Delano with pesticides, while farm workers are working in the field in 1969.

In the 1990s, César recovered from his fast and continued to boycott of grapes. In 1992, he received an honorary Doctorate Degree from Arizona State University and attended graduation ceremonies. He was very proud of the honor because he believed that education is very important, and his dream was that all children should have the opportunity to get a quality education.

His Death



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Many people came to César's funeral.

César E. Chávez worked right up until the night he died peaceful in his sleep. He died on April 23, 1993 in San Luis, Arizona. He was in Arizona helping lawyers fight a lawsuit against he UFW. His funeral was held on April 29, 1993 in Delano, California, and more than thirty thousand people followed his simple pine casket for three miles. It was their last opportunity to march with a humble man of great strength and vision that had bettered the lives of many people.

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His Legacy

"Once social change begins, it cannot be reversed. You cannot uneducated the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the person who is not afraid anymore. We have looked into the future and the future is ours." César E. Chávez

Photo by Ann Benson, Courtesy United Farm Workers

César and young volunteers are sitting on the steps with his dog, Huelga.

César E. Chávez will be remembered as a leader and for his dedication to justice, nonviolence, and service to others. He is an American hero who will continue to inspire people to respect life, stand up for justice, and to work together for the good of humanity.

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Awards

Photo Courtesy of César E. Chávez Foundation

Helen Chávez is accepting César's Presidential Medal of Freedom from President Bill Clinton at the White House ceremony.

The State of California has declared César E. Chávez's birthday, March 31, a State Holiday to celebrate his life and work. In the spirit of César E. Chávez Day, public schools in the State of California will teach service to others and celebrate the life and work of César E. Chávez. In 1994, President Bill Clinton posthumously awarded César E. Chávez the Presidential Medal of Freedom Award, the highest civilian award. Helen Chávez accepted the honor at the White House in Washington, DC. In 1990, César was awarded the Aguila Azteca, the highest civilian award by the Mexican government. In 1992, he was granted an honorary Doctorate by the University of Arizona. Many schools and streets are so named to honor the legacy of César E. Chávez.

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